

**A SURVEY OF ATTITUDES RELATIVE TO GUIDANCE
AND PUPIL PERSONNEL REFERRALS IN THE
CLARKSVILLE-MONTGOMERY COUNTY
ELEMENTARY SCHOOLS**

BERNICE BENNETT SAWYER

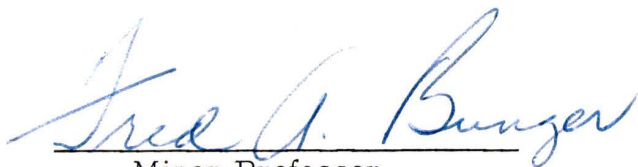
To the Graduate Council:

I am submitting herewith a Thesis written by Bernice Bennett Sawyer entitled "A Survey of Attitudes Relative to Guidance and Pupil Personnel Referrals in the Clarksville-Montgomery County Elementary Schools." I recommend that it be accepted in partial fulfillment of the requirements for the degree of Master of Arts in Education, with a major in Counseling and Guidance.



Major Professor

We have read this thesis and
recommend its acceptance:

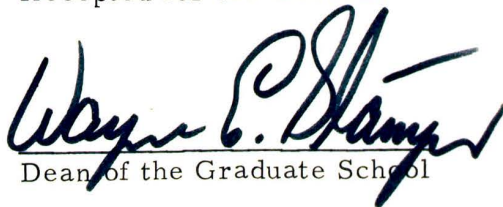


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A SURVEY OF ATTITUDES RELATIVE TO GUIDANCE
AND PUPIL PERSONNEL REFERRALS
IN THE CLARKSVILLE-MONTGOMERY COUNTY
ELEMENTARY SCHOOLS

An Abstract
Presented to
the Graduate Council of
Austin Peay State University

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts
in Education

by
Bernice Bennett Sawyer

July, 1970

ABSTRACT

The purpose of this study was to survey the attitudes of elementary classroom teachers with reference to guidance and pupil personnel referrals.

One hundred and sixty elementary classroom teachers of the Clarksville-Montgomery County school were involved in the study in March of 1970. The teachers were asked to complete a questionnaire concerning guidance functions and the role of educators and pupil personnel.

To reach this objective three sub-problems were investigated:

- (a) The behavior category most frequently used and to whom those students were referred.
- (b) The significance of the relationship in the number of years teaching experience and the kinds of referrals made.
- (c) The concept of the role of various specialists as perceived by the teachers who had formal training in guidance and counseling.

After the data had been gathered by the use of a questionnaire, it was tabulated into three tables. These tables were used to present the data and to make the necessary comparisons. All items which proved to have no value to the study were eliminated.

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ACKNOWLEDGEMENTS

The author wishes to express her appreciation to the members of her Graduate Committee, Dr. Garland Blair, Dr. Elizabeth Stokes, and Dr. Fred Bunger for their guidance in the preparation of this thesis. The author wishes to express her sincere gratitude to Dr. Garland Blair, chairman of the Committee, for his many helpful suggestions throughout the study and for his service as statistical procedures consultant for the study. The author wishes to extend a special thanks to the principals of the elementary schools and to their teachers, without whom this study would not have been possible.

Sincere thanks is also extended to my husband Pat for his constant assistance and understanding during the entire study.

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CHAPTER I

THE NATURE AND SCOPE OF THE PROBLEM

The past two decades have seen tremendous growth in the area of pupil personnel services within the American school. Extension of Title V of the National Defense Act which underwrote the improvement in guidance programs in the school has given added impetus to the elementary school guidance movement. Psychologists and educators have recognized the growing need for guidance and counseling for the youth of today's schools and that the dilemma now being faced is how best to facilitate the public school to meet the physical, educational and emotional needs of the elementary school student.

The purpose of the study was three-fold. The primary concern was to determine whether or not the elementary classroom teacher felt that an elementary guidance specialist would be required to function as a part of the total school program. It was hoped that there would be some inference drawn concerning the teachers' referrals of pupils to guidance or other pupil personnel. Specifically, answers to the following questions were sought:

- (a) What kind of behavior problems do teachers observe most frequently in students and to whom do they refer these students?

- (b) Does the fact that a teacher has had formal training in guidance and counseling affect his concept of the various specialists or his tendency to make referrals?
- (c) Is there a significant relationship in the number of years teaching experience and the kinds of referrals made?
- (d) What is the teacher's concept of the role expectation of eight specialists in the area of curriculum and pupil personnel?

IMPORTANCE OF THE STUDY

Authorities agree that the teacher is the key person in guidance. It would be impossible to overemphasize the amount of influence the elementary teacher has on her students, particularly in the lower grades. Because of her close contact with the students, the teacher becomes the chief agent of services often originating with principals, curriculum specialists, supervisors, and coordinators. (Edman, 1968)

Stendler (1958) raises pertinent questions: Are teachers properly trained to recognize common adjustment problems and can they differentiate serious disturbances that require specialized treatment? Will they seek professional help, through referrals, for those needing it?

Wrenn (1969) states that the role of the counselor in the elementary school is not understood by the classroom teacher.

Friedland (1969) states that it is impossible to determine the amount and degree of discord between teacher and counselor. Enough discord does exist, he concluded, to warrant our concern. It is felt that this study is of significance and emphasizes the growing awareness of crucial issues faced by guidance-pupil personnel, and teachers. It is hoped that this study will stimulate similar research in other areas of the elementary guidance program.

CHAPTER II

RELATED LITERATURE

It is basically the function of the American elementary school to develop each child to his potential in physical, mental, social, and emotional growth. To accomplish this, individualization must be the ultimate goal of education.

Education, however, through the research of many competent psychologists, recognizes that the problems of all pupils overlap so that it is necessary to observe the pupil's physical well-being, his emotional stability, his social attitudes as well as his mental growth. This total integration of social, educational, and psychological services now operates under the heading of Pupil Personnel. Pupil Personnel services in the elementary school are carried out by the school social worker, school psychologist, school nurse, and guidance personnel. (Koeppel, 1964) Extension of Title V of the National Defense Act which underwrote the improvement in guidance programs in the schools has given added impetus to the elementary school guidance movement. Hoose and Vafakas (1968) found that sixty-seven percent of the elementary school counselors investigated had held positions as elementary school teachers.

Cottingham (1966) cites that elementary guidance is in its developmental stages in terms of definitive roles and functions of counseling personnel. ACES and ASCA (1966) also recognize that the identity of the elementary school counselor is in the process of developing. Both organizations identify this functionary with the title of school counselor and recognize that he has the responsibilities of counseling, consultation, and coordination. (Boney and Glofka, 1967)

Gordon (1966) states that the guidance worker may see himself as facilitator and communicator. He may derive his role from emulation of the curriculum supervisor who has preceded him in schools.

Is there, then, a need for a guidance specialist in the elementary school? Koeppe (1964) states that the elementary classroom teacher has a key role in the program and that there is also agreement that the elementary classroom teacher cannot do the job alone, but is in need of a guidance specialist. The classroom teacher must work cooperatively with the guidance counselor. The guidance counselor reflects the necessary child-centered philosophy and possesses the useful skills which can help teachers understand the relationship between purposeful and effective learning.

Many studies have emphasized the need for early recognition of behavioral problems that prevent the child's developing to his potential. Boy and Pine (1968) indicate that much human potential has been lost because unresolved emotional problems have prevented youngsters from benefiting fully from the school's educational offerings. Studies (McGehearty, 1970) predict that ten percent of the pupil population in any school district will belong to those categories of children who are mentally and physically handicapped, emotionally retarded or disturbed and will need the aid of specialists in order to benefit fully in the school program.

In an address to teachers in 1965 the Interprofessional Research Commission on Pupil Personnel Services, (IRCOPPS) stated that: "The purpose of this consultation is to enable you to utilize your ability as a teacher to the fullest degree. Our belief is that many times a little work early in a child's schooling can help him cope and learn more effectively than can much work later on." This statement of purpose focused on a learning climate of getting the job done through the teacher, and is basically the essence of the new elementary school counselor that emerged in the 1965-66 school year. (Faust, 1968)

Rosencrance (1960) contends that teachers must be made aware that they are not expected to act as therapists, nor would it be

desirable for them to attempt to act in this capacity.

Although not writing in direct reference, Ferris (1965) takes a different stand. He points out that the classroom teacher should conduct the total elementary guidance program. He states that (a) the school can't afford guidance specialists, (b) the teacher is closest to the elementary school student and is in the best position to help, and (c) taking students out of the classrooms for guidance and counseling would add another interruption to an already hectic day.

Rosencrance (1960) takes an opposite stand, declaring that the teacher is not qualified to give guidance, which requires the services of a specialist. He acknowledges that both teachers and specialists, working together harmoniously for the good of the individual, are needed in pupil personnel work. Consonant to this third viewpoint is the understanding that the primary function of the specialist is to help teachers to become progressively more able to guide themselves.

Kornick (1970) proceeded from the theory that the classroom teacher's perception regarding the counselor's role should be clarified. His study indicated that (a) teachers lack the basic understanding needed for guidance; (b) new teachers are least prepared to do counseling; (c) job title is an important factor in

teacher assignment of responsibility for guidance services; (d) education does not agree completely on the role and function of the elementary school counselor; (e) a pilot program in elementary school guidance appears to have a positive influence on the attitudes and behavior of teachers.

Friedland (1969) states that it is impossible to measure the degree of discord that exists between teacher and counselor. Faced with the counselor, the teacher may feel displaced from his central function in elementary school guidance. His task is no longer to help the child, and he may be told that he is inadequate to the task. His position is that of a referral agent, and if he is fortunate, he becomes the recipient of some brief progress reports about the child. Gordon (1966) states that faced with this situation the teacher may shift his focus to the cognitive development in the new curricula and in so doing reinforce the split between counseling and teaching.

Knowles and Shertzer (1968) question the teacher's ability to differentiate between the functions of the various pupil personnel specialists. They found that those teachers with more course work in counseling and guidance viewed the counselor as a specialist in the area of child development; counselors were perceived as working more with normal students; psychologists, with disturbed students. Knowles and Shertzer (1968) state that teachers receive

recommendations by a clinical psychologist with some respect and much tolerance. They may consider the psychologist as school-oriented and well meaning, but many of his suggestions as impractical. The mystique surrounding the psychologist is such that even their competence is suspect and therefore psychologists are kept at a distance.

Effective management depends on the teacher's ability to recognize serious disturbances that require specialized treatment and to seek professional help for those needing it. Stendler (1969) asked teachers how they would cope with the behavior described. "Ignore the behavior" accounted for most of the miscellaneous responses. Among behaviors eliciting this response were, "always talking back to the teacher" 23.4 percent; and "continually showing off in class" 20.5 percent. The authors agree that when teachers ignore certain behavior, they seem to be tacitly supporting the idea that the behavior is relatively unimportant or that it may eventually disappear if it is permitted to pass unnoticed long enough. In all three categories "referring the child" was rarely used as a way of dealing with behavior. (Herman, Duffey, Schumacher, Williams and Zachary, 1969)

Thomas (1968) questioned whether there was a significant difference between teacher's evaluation of a child's behavior and that of a psychiatrist or psychologist. The results of his study

revealed that teachers elected items that suggested overaggressiveness, while the psychiatrists selected items that suggested social immaturity and withdrawal as being of major significance. The findings suggest the need for programs to sensitize educators to the implications of socially immature and withdrawal behavior.

Thomas (1968) states that a basic aspect of the teacher's role in guidance is her ability to distinguish between behavior that is normal and developmentally appropriate for school-age children of a certain sex, culture, and grade, and behavior that is inappropriate. Through her role in extensive daily contact with the child, she can contribute substantially by functioning as an initial referral source. It is important to determine how the child's behavior is viewed and evaluated by educational and mental health professionals.

Thomas (1968) reports the results of recent tests of teacher perception which show that the routine of a typical teacher's instructional duties are so demanding that she has little time for more than a superficial impression of most student's adjustments. The teacher usually centers her attention on those few who seem to need special aid. Her views are based on her own observations of a pupil's behavior in the classroom, secondarily on the observations of others who know and work with the pupil, and on the results of tests.

SUMMARY

The past decade has seen enormous growth in the area of guidance in Pupil Personnel services. The National Defense Act has in large part been responsible, but parallel to this has been the recognition on the part of educators and psychologists that the total needs--physical, social, and emotional--must be met.

Guidance in the elementary school is in its developmental stages; neither educator nor counselor agrees completely with the role of the guidance counselor. It is not surprising that the teacher may be uncertain of the role of the counselor and reluctantly relinquishes duties that have previously been attributed to the teacher. Some authorities see the role of guidance as belonging to the teacher; others state that guidance requires the services of a specialist. There is agreement that the role of guidance in the elementary school is still in its definitive stages and that clarification of the role of counselor must be forthcoming.

Authorities contend that teachers' evaluations of students' behavior suggest the need for programs to sensitize educators to the implications of distinguishing between behavior that is developmentally appropriate or inappropriate.

There is agreement that the teacher and counselor, as well as pupil personnel specialists, must work cooperatively. The teacher is the chief agent of referral and must come to appreciate the importance of guidance before she is willing to function with supportive and consultative action.

CHAPTER III

METHODS AND PROCEDURES

I. The Design

This study was an effort to determine the attitudes of the elementary teachers of Clarksville-Montgomery County relative to pupil personnel workers in the elementary school. Questionnaires were distributed to 289 elementary teachers by their principals during faculty meeting, in March of 1970. A total of one hundred sixty questionnaires were correctly completed by the respondents.

The basic material used in the questionnaire contained both attitude and preference items. Respondents were asked to give certification, number of years taught, sex, grade they were teaching, and number of hours of formal training in psychology and guidance. Care was taken in the formulation of the questions to limit the items to those which could easily be answered affirmatively or negatively without need for qualification. The inclusion of a space for general comments was intended to effect opinions not covered in the initial items.

The questionnaire consisted of three distinct sections. The first section required the teacher to classify the number of students who belonged to each of six behavioral categories (see Appendix A). The second section asked them to indicate the number of students they would refer to certain instructional or pupil personnel specialists. In the last section the respondents were asked to indicate the educational specialist they felt should perform each of thirty functions. The six behavioral categories and the thirty functions were drawn from the literature by Perrone and Gilbertson (1968).

Questions asked and hypotheses tested were as follows:

- (a) Which types of problems will be most frequently detected by the teacher?
- (b) Which specialist will receive more referrals at the five percent level?
- (c) There will be no significant difference, at the five percent level, in number of problems detected by teachers with different number of years' experience.
- (d) There will be no significant difference, at the five percent level, in the number of problems detected by teachers who had at least one course in guidance and those who have not had one course.
- (e) What is the teacher's concept of the role expectation of eight pupil personnel and curriculum specialists?

The first question was investigated by simply tabulating the frequency of problems in each behavioral category. Since there was no reason to anticipate any theoretical distribution of the

problems, no tests of significance of difference was employed.

The second question was investigated in a similar fashion. The frequency of referrals to each of the seven indicated specialists was tabulated by each behavioral category.

The third statement contained the first null hypothesis which was investigated by using the Brown-Mood Multi-Factor Median Test. First a referral score on each factor was developed for each teacher by dividing the number of referrals in each category by the number of students taught by the teacher. Then the Brown-Mood test was conducted using this score. (Bradley, 1968)

The second null hypothesis, found in the fourth statement, was tested using the same score by the Brown-Mood Multi-Factor Median Test.

The third question, found in the fifth statement, was investigated descriptively because the data did not lend itself to strict statistical analysis. The percentage of teachers who assigned each of the thirty tasks to one of the eight professionals was computed and conclusions were drawn on the basis of these data.

II. The Results

The total number of students taught by the 160 teachers was 5,422. This study revealed that teachers saw 2,998 or fifty-two

percent of the total number as belonging to specific behavior categories. However, this percentage is probably spuriously high since it was possible for the teacher to assign one student to more than one behavioral category.

Teachers placed the students in the following categories:

Emotional Factors	444	or	8%
Intellectual Factors	941	or	17%
Motivational Factors	595	or	10%
Moral Factors	321	or	5%
Physical Factors	233	or	4%
Social Factors	464	or	8%

The respondents were asked to refer those students seen as behavior problems to any one of the six specialists listed. Forty-eight percent or 2,603 students were referred. The results of the referrals are summarized in Table I.

TABLE I

COMPARISON OF REFERRALS MADE TO SIX SPECIALISTS

SPECIALISTS	Special Education	Counselor	School Psychologist	Reading Specialist	School Health Nurse	Social Worker	TOTAL
Emotional Factors	73	74	175	16	13	34	385 = 7%
Intellectual Factors	173	188	187	208	5	46	803 = 15%
Motivational Factors	74	104	208	118	9	18	531 = 10%
Moral Factors	19	78	86	16	10	18	227 = 4%
Physical Factors	6	11	16	7	137	22	199 = 4%
Social Factors	24	134	164	2	18	116	458 = 8%
Percent	7	11	14	7	4	5	
Total	369	589	836	363	192	254	2603 = 48%

Intellectual factors accounted for the largest number of behavioral problems and referrals. Of the 803 or fifteen percent seen as intellectual factors, 208 of them were referred to the reading specialist, 188 to the counselor and 187 to the school psychologist.

The second largest number of referrals made was to motivational factors. Of those referred, 208 were sent to the school psychologist, 118 to the reading specialist, and 104 to the counselor.

Total referrals made to the counselor were 589 or fourteen percent of those seen as behavioral problems. Both the reading specialist and special education received seven percent of the referrals.

In an effort to determine whether or not the number of years teaching experience made a significant difference in the kinds of referrals made, a division of six categories was made. The divisions were based on the years of teaching experience. Of the 160 teachers, 58 had one to seven years experience; 36 had eight to 14 years experience; 26 had 15 to 22 years experience; 19 had 23 to 30 years experience; 13 had 31 to 38 years experience and eight had 39 to 45 years experience. A median score was determined and the Brown-Mood Multi-Sample Median Test was

was used to determine whether there was a significant number of referrals made in any one of the specified groups. The following table presents the results of the test.

TABLE II
BEHAVIORAL REFERRALS BASED ON DIVISIONS OF TEACHING
EXPERIENCE

Behavioral Categories	Results		
Emotional Factors	X^2	=	.68
Intellectual Factors	X^2	=	.93
Motivational Factors	X^2	=	1.90
Moral Factors	X^2	=	2.40
Physical Factors	X^2	=	5.02
Social Factors	X^2	=	8.56

Because the Brown-Mood Multi-Factor Median Test yielded a Chi-square value which failed to reach significance at the .05 level in each of the six behavioral categories, the null hypothesis concerning the effects of years of experience on the number of teacher referrals was accepted. It would appear that teachers do not change in referral behavior as a result of increased teaching experience. However, since this was a cross-sectional

rather than a longitudinal study no conclusions may be reached concerning the changes made by a particular teacher over a number of years. Further research in this area would be helpful.

TABLE III
RESPONDENTS HAVING FORMAL TRAINING IN GUIDANCE

Behavioral Categories	Results		
Emotional Factors	X	=	.397
Intellectual Factors	X	=	1.092
Motivational Factors	X	=	.157
Moral Factors	X	=	1.632
Physical Factors	X	=	.080
Social Factors	X	=	.614

Of the 160 teachers surveyed, 26 had three or more hours of guidance. Since no obtained Chi-square value reached 3.841 which would be required for significance at the .05 level with one degree of freedom, the null hypothesis was not rejected. It would appear that there is no difference in the number of problems seen by teachers who have had three or more hours in guidance.

A major aspect of this study focused on the role expectation of pupil personnel workers and other educators. The next step in

the analysis of the data was to divide the thirty functions into three categories based upon the indications that the teachers gave concerning the personnel who they felt should perform them. Although no clearcut majority is in evidence with some of the pupil personnel agents, for the most part, the teachers were in favor of the elementary classroom teachers' performing most of the thirty functions. The following are those functions which a plurality of respondents felt that teachers should perform:

(a) Scoring school ability tests	28%
(b) Record the test results in cumulative folders.	45%
(c) Keep each pupil's cumulative folder up to date.	44%
(d) Discuss the contents of the cumulative folder	39%
(e) Evaluate instructional materials used	40%
(f) Provide supplementary materials and films which might serve to broaden the child's perspective of the world of work	18%
(g) Identify and refer children to community agents	18%
(h) Discipline students	36%
(i) Administer school ability tests	26%
(j) Assist school personnel in selecting, reviewing, and improving the group testing program (Brown & Pruett, 1967)	9%

The majority of the respondents did not place the teacher as responsible for any function which included counseling.

Teachers felt that the psychologist should perform the following functions:

- | | |
|--|-----|
| (a) Discuss the meaning of school ability and achievement tests | 19% |
| (b) Counseling services provided for teachers who have problems that they feel are school connected | 19% |
| (c) Summarizing and interpreting sociogram results and developing plans to facilitate peer adjustment | 26% |
| (d) Administer individual tests of personality to pupils who are identified as having emotional problems. | 40% |
| (e) Prepare statistical summaries of aptitude and achievement test results | 21% |
| (f) Conduct group sessions with teachers which are focused on self understanding and ways in which they may better cope with emotional problems of pupils in their classes | 41% |
| (g) Retest pupils whose scores on standardized achievement and ability measures were highly variable from test to test | 35% |
| (h) Test any new pupil who transfer to the school without adequate ability and achievement data | 28% |
| (i) Helping identify children with perceptual problems | 35% |

The following comments were made concerning the function of the school psychologist: "I would like to have only a school

psychologist and some secretarial help or a part-time aid so that I would have the time to help these children to grow emotionally." "In my opinion, with the problems that have occurred in my classroom this year only a reading specialist or a school psychologist would have the training to identify the pupil's problems that result in emotional problems."

The following are functions that a plurality of teachers felt the counselor should perform:

- (a) Have individual conferences with children new to the school 23%
- (b) Identify and counsel underachievers 28%
- (c) Conduct group counseling sessions with students having emotional and learning problems 32%
- (d) Confer with teachers on problems of motivating students in learning 33%
- (e) Coordinate the school testing program 28%

Comments concerning the counselor were as follows:

"I feel that elementary school counselors would certainly be a welcome addition to any school." "Counselors could coordinate their work with the classroom teacher and each child would receive the benefits."

CHAPTER IV

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

I. Summary and Conclusions

This study was designed to determine the elementary school teacher's attitude toward pupil referrals to guidance and pupil personnel in the elementary school. The large number of referrals indicate that there is recognition on the part of the elementary teacher of the need for guidance and pupil personnel although the indication that forty-eight percent of the students taught may be somewhat high due to possible duplications, it would suggest that teachers saw a larger than average number of problems.

McGehearty (1970) indicated that approximately ten percent of the pupil population in a school district would need help in all problem categories, but the teachers in this sample referred fifteen percent to various specialists for intellectual deficiencies alone. Further investigation would be needed to determine whether or not this number is due to the differing perceptions of the teachers or whether it is due to a real difference in the local school population.

An investigation of the role concept of specialists in education and psychology revealed that teachers felt that they should be responsible for many functions that are listed as now belonging of to guidance. It should be noted that respondents did not place the teacher as responsible for any function which included counseling. This may be indicative of the types of functions which the teacher expects the counselor to perform.

It may be appropriate to say that although the role and function which was attributed to the psychologist was equal to that attributed to the teacher, and was greater than those functions attributed to the counselor, there were many functions that were not decisively placed with either. Indication that the teacher is unsure who would perform many function was apparent. Comments from the questionnaires were to the effect that the investigator should have included definitions of the role of each functionary so that it would have been easier for the respondents to fill out the questionnaire. The investigation indicates that the majority of the respondents were unable to define clearly the function of the guidance counselor in the elementary school.

II. Recommendations

Based on the results of this study and the related materials of studies, the following recommendations are made:

- (a) A more comprehensive approach to determining pupil personnel and related services as needed in this school system would be to begin with an operational definition of the functions and competencies of school counselors, school social workers, school psychologists, speech and hearing clinicians, nurses, special education, curriculum, and administration.
- (b) Inservice training or workshops for teachers to make them aware of the function of guidance in the public school seems advisable.
- (c) Continued investigation of the perceptions and attitudes of the elementary teacher toward pupil personnel services is indicated.
- (d) Investigation should be made to determine how the child's behavior is viewed and evaluated by both educational and mental health experts.

- (e) Programs to sensitize teachers and administrators to recognize abnormal behavior are indicated.
- (f) Counselors should make a greater effort to inform the educator of the potential of the counseling service.

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APPENDIX A

BEHAVIORAL CATEGORIES

Emotional Factors. Examples: cries easily; constantly on move; does not accept responsibility as readily as peers; seems to be in a world all his own; sometimes very depressed; avoids contact with others; would rather be alone.

Intellectual Factors. Examples: does not listen or concentrate very long; school work is too hard for him; does not remember what he reads and hears; does not complete work on time; fails to achieve although capable of doing the work; language difficulty.

Motivational Factors. Examples: has no interest in school or learning; satisfied with low level accomplishments; lazy; bored; poor or negative attitude, frustrated in efforts.

Moral Factors. Examples: lies to get his way; uses profane or obscene language; thinking dominated by sexual problems; steals from others; lacks proper training and manners; does not value or respect others.

Physical Factors. Examples: extensive illness; needs to wash and clean up; deformed body as a result of accident or disease; suffers from headaches, stomach pains, etc., although not physically ill; nervous system disorder as a result of illness or accident.

Social Factors. Examples: aggressive, acting out, talks constantly; has trouble making friends; no self-control when around others; many family problems; avoided by others; unacceptable or strange habits.

The above are descriptions of behavioral problems often encountered in the elementary school child. The respondents were asked to determine the number of students they taught who would fit into each of the categories.

- A. Special Education
- B. Counselor
- C. School Psychologist
- D. Reading Specialist
- E. School Health Nurse
- F. Social Worker

Behavioral Categories

	A	B	C	D	E	F
Emotional Factors						
Intellectual Factors						
Motivational Factors						
Moral Factors						
Physical Factors						
Social Factors						

APPENDIX B

The following is a copy of the questionnaire that was distributed to the elementary teachers. It should be noted that the respondents frequently placed the functions with several persons, indicating that there is overlapping of duties (functions) as they are viewed by these teachers. The questionnaire contains the percentage scores as the teachers checked them for all eight specialists given for their consideration.

Please indicate the following information:

Type of certificate held. Elementary_____Secondary_____.

Less than Bachelor____Bachelor____Masters Degree____. Grade now being taught____. Number of year you have taught_____.

School_____. Sex of Teacher: Male____Female_____.

Age____. Number of quarter hours in guidance____Psychology_____.

Number of students you now teach_____.

Please read each of the following statements and then place a check in the square corresponding to the specialist you would expect to perform the function indicated. (A) Social Worker, (B) Reading Specialist, (C) Special Education, (D) School Nurse, (E) School Psychologist, (F) Counselor, (G) Administration, and (H) Teacher.

	A	B	C	D	E	F	G	H
1. Scoring school ability tests	1	4	-	-	14	11	-	28
2. Discuss the meaning of school ability and achievement tests	2	3	-	1	19	14	7	16
3. Record the test results in cumulative folders	-	-	-	-	-	3	1	45
4. Keep each pupil's cumulative folder up to date	-	-	-	-	1	4	2	44
5. Discuss the contents of the cumulative folder with child and parent	-	1	-	-	4	18	6	36
6. Counseling services provided for teachers who have problems that they feel are school connected	2	-	-	-	19	17	18	-
7. Recommendations for curriculum change	-	1	-	-	1	5	29	23
8. Summarize and interpret sociogram results and develop plans to facilitated peer adjustment	3	1	-	1	26	16	3	13
9. Evaluating instructional materials used	-	4	1	-	3	4	12	40
10. Provide supplementary materials and films which might serve to broaden the child's perspective of the world of work	1	6	1	1	1	7	22	18
11. Identifying and referring children to community agencies	18	1	4	3	10	6	4	18

	A	B	C	D	E	F	G	H
12. Screening children for special classes by standardized individual testing	2	4	2	3	22	16	4	5
13. Have individual conferences with children new to the school	2	1	-	-	3	23	13	17
14. Discipline students	-	-	-	1	1	3	17	36
15. Meet with parent groups to acquaint them with the educational program of the school	1	1	1	1	1	7	39	25
16. Administer individual test of personality to pupils who are identified as having emotional problems	1	1	1	1	40	5	1	3
17. Prepare statistical summaries of aptitude and achievement test results	1	1	1	-	21	15	4	10
18. Administer school ability tests	1	2	-	-	11	10	4	26
19. Hold staff meetings to acquaint teachers with referral procedures	-	-	-	-	8	9	33	2
20. Orient pupils to junior high school by arranging tours of the receiving school and by formal orientations program	-	-	-	-	-	19	33	13
21. Identify and counsel underachievers	3	5	3	-	14	28	3	19
22. Conduct group counseling sessions with students having learning and emotional problems	18	-	-	1	11	16	8	17

	A	B	C	D	E	F	G	H
23. Arrange parent conferences to discuss family situations which might affect the child's school adjustment	-	-	-	-	41	15	18	2
24. Conduct group sessions with teachers which are focused on self understanding and ways in which they may better cope with emotional problems of pupils in their classes	-	-	-	-	41	15	18	2
25. Confer with teachers on problems of motivating students in learning	-	-	-	-	21	33	14	3
26. Retest pupils whose scores on standardized achievement and ability measures were highly variable from test to test	1	13	1	1	35	24	4	3
27. Test any new pupils who transfer to the school without adequate ability and achievement data	1	5	-	-	28	26	2	6
28. Co-ordinate the school testing program	1	1	1	-	20	28	17	5
29. Assist school personnel in selecting, reviewing and improving the group testing program	1	1	1	2	36	24	15	9
30. Helping identify children with perceptual problems	2	7	1	14	35	27	4	13

COMMENTS: